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ABSTRACT

History is not merely events that occurred in the past. The past has influenced the present, as the present will influence the future. The purpose of this community study unit is to provide fourth grade students with an opportunity to investigate some of the history of Lee County, Florida. The unit's focus is on Thomas Edison, who built a home in Ft. Myers in 1886. The document includes an overview, objectives, information about Edison, a field trip checklist, and student activities. Appendices include the 4Mat model, an application of this unit to the 4Mat model, a resource guide, worksheets, a pre/posttest, a teacher's guide, games, an outline of the subject areas addressed in this unit, a discussion of scheduling considerations, and parent permission form. (CW)

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EDISON HOME COMMUNITY STUDY UNIT

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ENVIRONMENTAL EDUCATION/
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LEE COUNTY SCHOOLS
2055 Central Avenue
Fort Myers, FL 33901

THE SCHOOL DISTRICT OF LEE COUNTY

2055 Central Avenue
Fort Myers, Florida 33901

Dr. James Adams
Superintendent

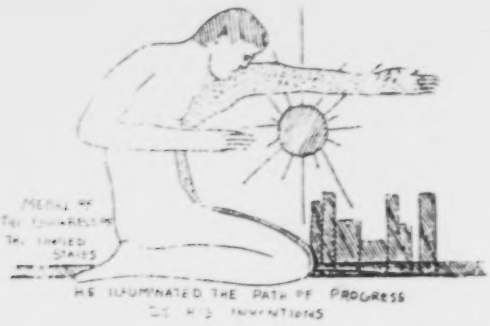
Dr. Charles Godwin
Assistant Superintendent of Instruction

Dr. J. P. Lutz
Director
Elementary Education

Mr. William Hammond
Director
Environmental Education and Instructional Development Services

OVERVIEW

This unit prepares students for a community study field experience at the Thomas Edison Winter Home in Fort Myers. Edison's most important inventions are discussed. The unit encourages students to envision life in the late 1800's and early 1900's as they learn about Edison's life during that time period. Activities provide opportunities for students to exercise their own learning preferences and apply concepts to new situations in unique ways.



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CONTINUUM CONNECTIONS

SCIENCE

18 Describe how people would adjust to a new climate and state how it would affect their lives.

SOCIAL STUDIES

12 Locate and report on locations of historical significance.

13 State examples of some "old time" methods of transportation and communication in Florida's past.

14 List some people who contributed to Florida's development. Discuss contributions of individuals to the growth of Florida. Read biographies of influential Floridians.

18 Cite factors that led to the growth of Lee County.

28 Identify the climate of Lee County and reasons for its type of climate.

32 Discuss the relationship of waterways and topography to the development of cities.

LANGUAGE ARTS

4R1 Demonstrate a regard for reading as a pleasurable activity and as a tool for learning.

4R2 Listen to comprehend ideas, details, and directions.

4R3 Complete assigned reading responsibly and reliably.

4R5 Use word attack skills, literal and inferential comprehension in content areas to read and to answer specific questions.

CONTINUUM CONNECTIONS

4R8 Use reading and language skills to give oral and written reports consistent with reading levels.

4R26 Determine the main idea stated in a paragraph.

4R27 Answer who, what, when, where, how, and why questions for a given reading selection.

4R30 Follow oral and written directions.

4R37 Obtain information from pictures, maps, map symbols, simple diagrams, tables, and schedules.

4R38 Obtain appropriate information from indexes, tables of contents, glossary, or dictionary entries.

4W1 Express creative thoughts in written forms.

4W6 Indent the first word of a paragraph.

4W10 Construct gramatically correct declarative and interrogative sentences in speaking and writing.

Also:

4R14	4R35
4R15	4R39
4R16	4W2
4R19	4W9
4R25	4W18
4R28	4W19
4R29	4W20

CONCEPTS

--History is a composite of the relationships among people, places, and events in the context of time.

--Living things and environments are in a continuous state of change.

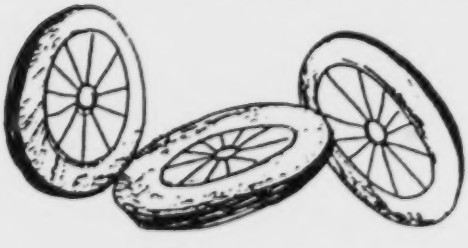
--While all creatures can modify their environment, human history reflects our capacity to alter the historic pattern of natural systems.

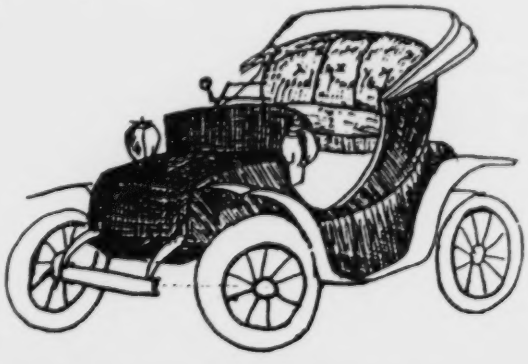
--History can be viewed from a variety of perspectives.

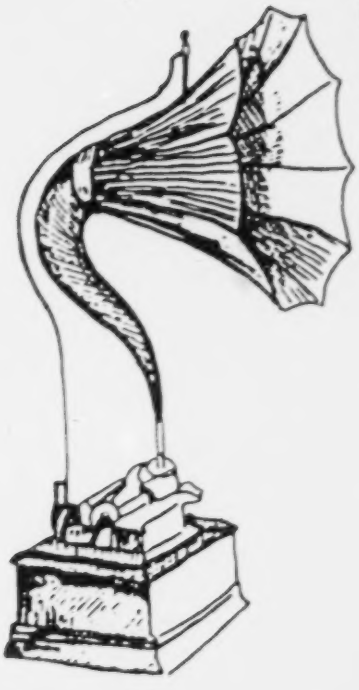
OBJECTIVES

The students will:

1. investigate personal history;
2. examine the history of a small community (ex. class, town);
3. describe history as reflected in the life of one person or community (ex. Edison, Koreshans, Calusa Indians);
4. examine the influences of specific past history on the present, noting changes that have occurred as a result of human efforts.





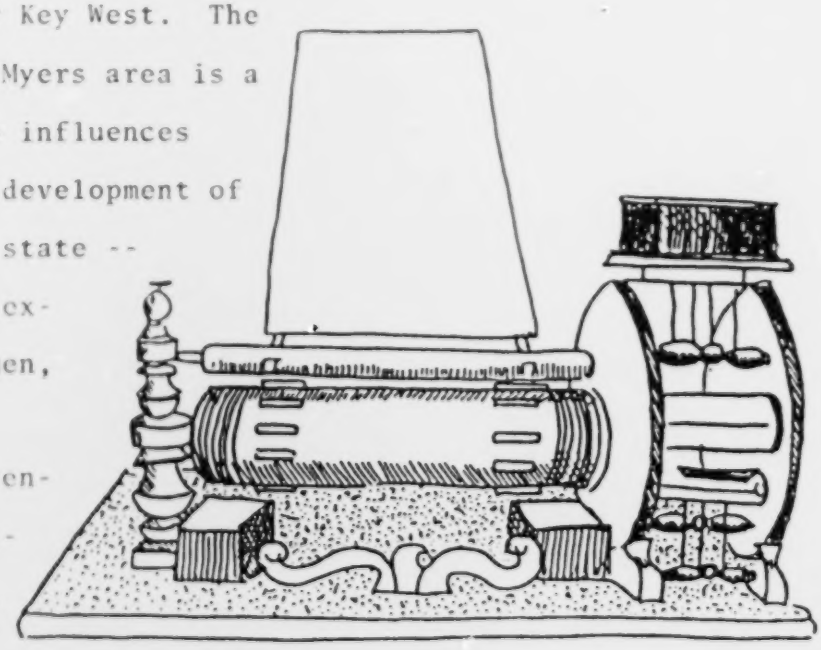


Introduction

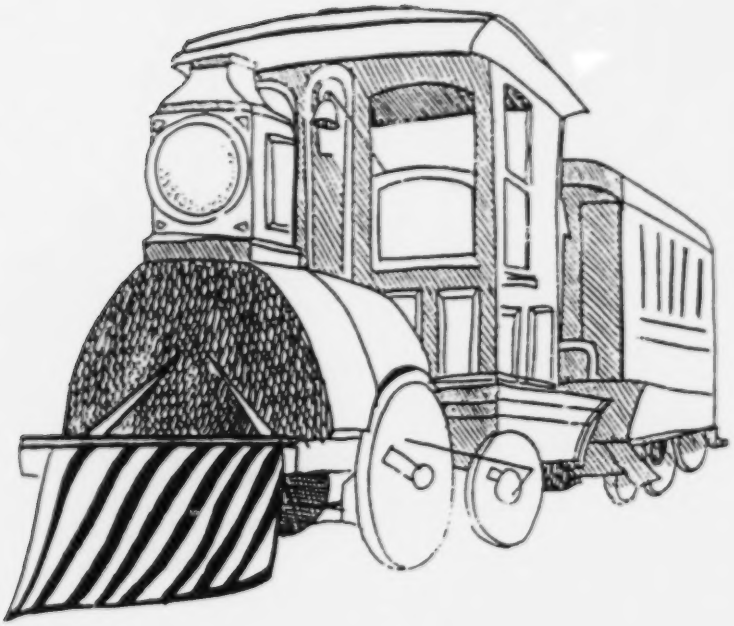
The purpose of this community study unit is to provide fourth grade students with an opportunity to investigate some of the history of Lee County.

History is not merely events that occurred in the past. The past has influenced the present, as the present will influence the future. Since Lee County fourth grade students are expected to learn about Florida's history, it is important for them to learn that all things have history, that they themselves have a history, and that history is a blend of people, places, and happenings.

Florida history is not just something that happened in St. Augustine or Key West. The Lee County-Fort Myers area is a composite of the influences that shaped the development of this peninsular state -- Calusa Indians, explorers, cattlemen, farmers, small businessmen, inventors, industrialists, Seminoles,



Confederates, Unionists, and even visionaries. Because so much happened in Florida during a relatively short period of time, it is not difficult to find evidence of early Florida life in many places. Within Lee County, it is possible for students to see ancient Indian mounds, original homestead land, the site of early cattle shipping, the home and laboratory of a famous inventor, and a pioneer settlement.



A Reason for Learning

Section 1

The activities in this section should provide students with experiences that directly link the unit concepts with their personal life experiences. Students must also have a chance to discuss those connections with one another. In this initial phase of the unit students should discover a reason for learning the instructional concepts.

Activity Options:

1. Give PRE-TEST to students (pages 33-37).
2. Explain to students that their history is made up of people, places, and events. Part of that history is family members and their lives. Show students a family tree that traces the roots of a family.
3. Use the worksheet included in the Appendix to have students trace their own family roots. Students may wish to take the worksheet home to ask questions of family members.

4. Allow students to share their family history with classmates.

5. Develop a bulletin board using a map and the family roots worksheets to show where the students were born, where their parents were born, where their grandparents were born....

6. Discuss how a community is shaped by individuals and how individuals influence a community.

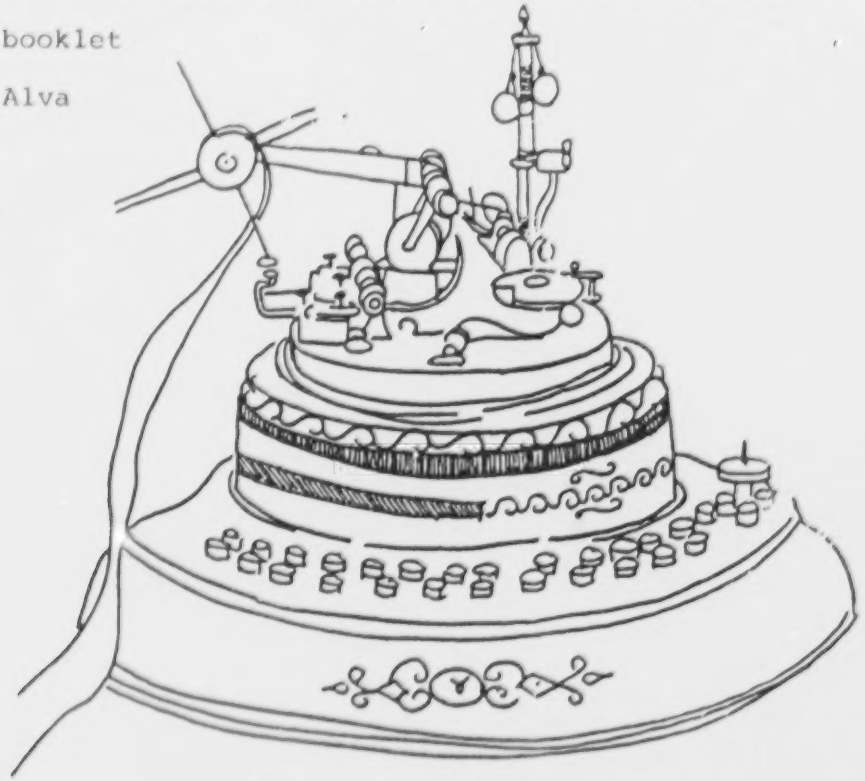
Teaching & Learning... information

Section 2

The activities in this section should focus on what the student needs to know in order to understand the concepts in the unit. The student should acquire information from the teacher, films, supplemental readings, the library, or experts, etc. in order to develop a foundation of knowledge basic to understanding the instructional concepts.

Background for the trip:

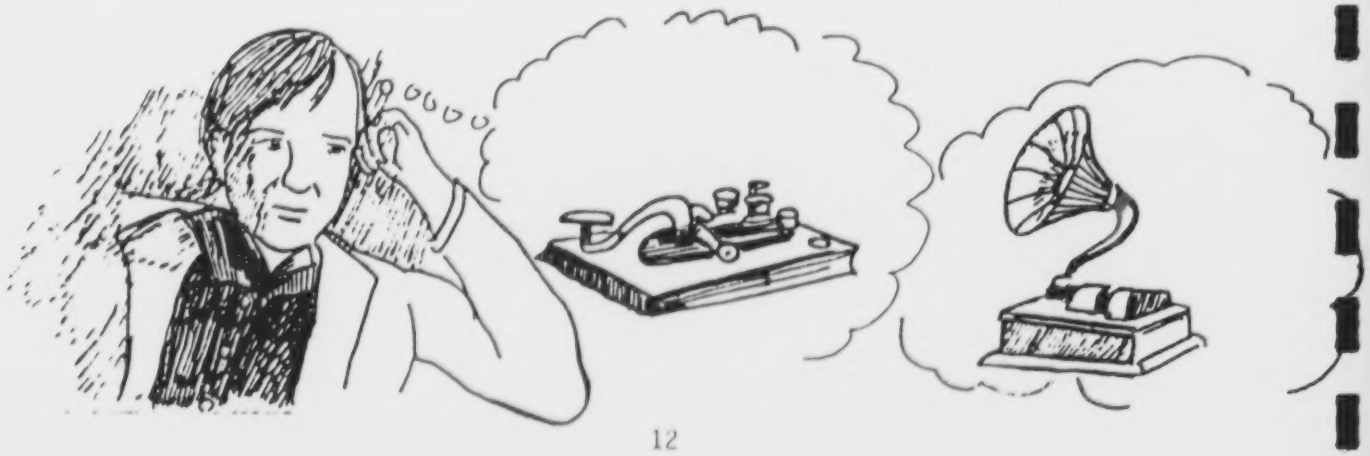
1. Included in this booklet is background information for the fourth grade community study trip. This information includes biographical facts and a timeline which can be placed in the room. As important events are discussed, students should place them within the timeline. A student booklet on Thomas Alva Edison is available.



2. A slide program is available to help prepare for the fourth grade trip. Arrangements for borrowing the slide program can be made by calling the Department of Environmental Education and Instructional Development Services at 275-3033.

3. Students in Lee County have a unique opportunity to see the work of one of the world's great inventive geniuses - Thomas Edison. There is not a time during any day that our lives are not influenced in some way by the work of Thomas Edison. In order for students to fully appreciate a field experience at the Edison Winter Home in Fort Myers, they should become acquainted with the life and work of this interesting man.

Use the biographical data provided in the booklet to give students an overview of the life and accomplishments of Thomas Edison. Ask the media specialist to provide pictures and books to complement the unit. Ask the music teacher to teach students some songs popular in the late 1800s and early 1900s. Point out what was happening in the world during Edison's sixty years of productivity -- Lincoln's death, Reconstruction, Indian Wars and Treaties,



settlement of Florida, Roaring Twenties, etc.

4. Discuss <u>vocabulary</u> for the unit. Students should have an understanding of these words, but not necessarily be required to define or spell them:

inventor	family tree
Thomas Alva Edison	career
agriculture	transportation
horticulture	landscaping
ancestor	

5. Research specific topics that relate to Florida at the time of Edison.

(a) Transportation	(e) Geography
(b) Education	(f) Recreation
(c) Political System	(g) Agriculture/ Horticulture
(d) Careers	(h) Architecture

6. Allow students to write and illustrate a mini-text about their research topic.

7. Students should share their mini-texts with the class.

NOTE: Directions for making a mini-text are included in the Appendix, pages 59-60.

Biographical information for the teacher:

THOMAS ALVA EDISON

Thomas Alva Edison was born February 11, 1847 in Milan, Ohio. His father had several jobs, but spent the majority of his time sawing, splitting and shaving shingles. Edison's mother had been a school teacher, and when Thomas had difficulties at school, his mother began teaching him at home. Thomas received a good education because of his mother's teaching.

As a boy, Thomas Edison spent much time observing, drawing and constructing. He was curious and wanted to know how things worked.

Thomas began to work by the time he was twelve or thirteen years old. He became a newsboy on a local train. He even set up a printing outfit on the train and wrote and published "The Weekly Herald." Edison also set up a simple laboratory on the train, but after an accident with some chemicals, he lost his job.

Thomas began to learn train telegraphy. He had already learned Morse Code at home and was quick to learn his new job. He soon became an able telegraph operator.

When Edison left his telegraphy job he traveled from Canada to New Orleans, working at different jobs along the way. Edison was

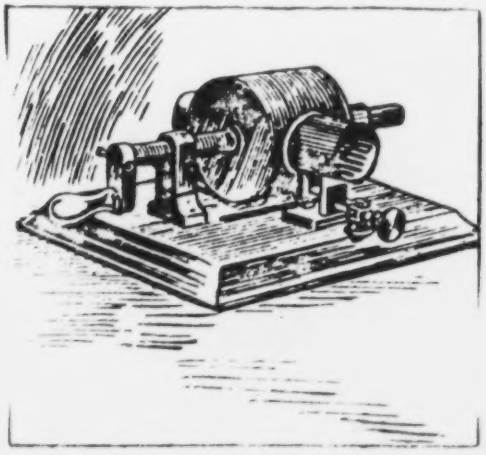
working in Cincinnati when the news was telegraphed that President Lincoln had been shot.

Edison worked out his first invention, the vote recorder, while working as a top telegraph operator in Boston. Congressmen in Washington did not want a vote recorder, and Edison's first invention was not commercially successful. Edison decided that he would never again invent something that was not a necessity to the community at large.

Edison moved to New York, and was asked by the president of Western Union to improve the stock ticker. Edison had hoped to get $5,000, but the president paid him $40,000. Edison was completely surprised.

With the $40,000 Edison opened a factory in New Jersey and began his twenty-four hour work schedule, taking little naps on a work bench if he needed a rest. At this time, Edison was working on an electric pen and a typewriter.

Edison turned the factory over to a manager and moved to Menlo Park, N.J., so that he could concentrate on inventing. He worked on a transmitter that made the modern telephone and microphone possible. For many years Edison's name was stamped on each of Bell's telephones.



Soon Edison was working on a device that would pick up his voice and play back what he had said. The invention

became the first phonograph.

Edison wanted to improve his phonograph, but laid it aside from 1878 to 1887 in order to work on an incandescent electric light. Many other men had worked on this problem and had each made contributions to the body of knowledge concerning artificial illumination. Edison took the sum of this knowledge and created the first practical light bulb, using carbonized thread as a filament.

Edison felt that his light bulb was not good enough and continued to search for ways to improve it. He tried bamboo as a filament and even carbonized some hair of a friend in his search for a practical filament.

Edison was granted the first franchise for the first central station and distributing system for electricity in the world. He had the power lines from the station to the homes of electricity users placed underground. Edison planned everything in his system, including the meter to measure the current.

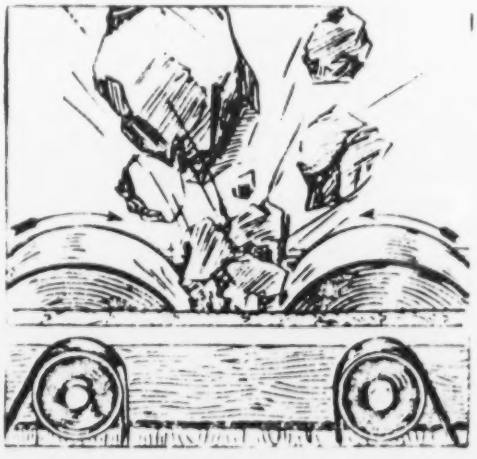
Edison invented a large efficient dynamo, and an electric locomotive. He even worked on an electric car. Edison sold a patent for his wireless to Marconi, who was also working on wireless telegraphy.

By 1887 Edison was back at work on his phonograph. He finally perfected a wax cylinder phonograph operated by battery. Edison received much attention and acclaim for this invention. In perfecting the disc type of phonograph, Edison worked for three years and spent over two million dollars before he felt that his invention was good enough to

Early type Edison's Commercial Phonograph

offer to the public. The phonograph was Edison's favorite invention. Edison continued to work on the phonograph, creating the Ediphone, a dictating machine. Today the dictating machine is used in offices all over the world.

Edison tried to improve the commercial production of low-grade iron ores. His giant rock crushers later aided him in the production of good quality cement. Edison's Portland cement built the Yankee Stadium and pioneered poured concrete residences and office buildings.



Edison began experimenting with making motion pictures. The development of continuous film negative speeded Edison's efforts. He built a motion picture studio called the "Black Maria" in West Orange, N.J. Edison also produced a combination of phonograph and motion pictures which led to the development of "talkies."

Around 1900 Edison decided to begin work on a better storage battery. He experimented and tested batteries over a period of many years.

In 1915 Edison began some work for the U.S. Navy. He directed an industrial inventory to pinpoint the best places for manufacture of supplies in case of war. He turned his attention to the submarine and gave suggestions for protection of surface ships against submarine attack.

There seems no limit to the genius and versatility of Edison. He

invented wax paper, a snow removal machine, gummed wrapping tape, and a helicopter that lifted straight up. But Edison's inventions were not over-night creations. He exhibited great patience when perfecting his ideas. Many of his inventions required years of hard work and perseverance through times of failure. Edison never wanted anything sold to the public that he felt was not a long lasting, quality product. The Patent Office records show that Edison took out 1,097 patents in his name.

Edison established a home in Fort Myers, Florida in 1886. He had a modular home built in Maine and transported to Fort Myers. The home was built on the south side of the Caloosahatchee because it was the warmest side of the river.

It was in Fort Myers that Edison grew many of the trees, plants and shrubs that he had imported from all over the world. In the Fort Myers laboratory Edison experimented with bamboo. Later he used many plants in an effort to discover an economical and efficient way to produce synthetic rubber. He was finally able to synthesize rubber from a variety of goldenrod.

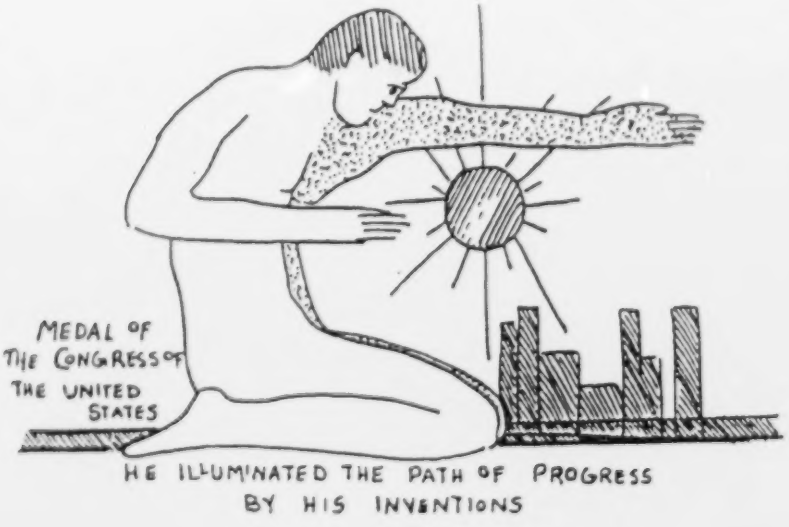
Some of Edison's famous friends also established homes in Fort Myers. Henry Ford, John Burroughs and Harvey Firestone were frequent visitors in the Edison home.

Edison was a voracious reader. He enjoyed Victor Hugo, Jules Verne and newspapers. Edison's favorite writer was William Shakespeare. Edison said that Shakespeare *"was a man with ideas"* and *"would have made a great inventor."*

Edison was a hard worker. He enjoyed a good practical joke. He liked to mimic and joke with friends. He had a great deal of energy.

Edison received many medals and awards, and was proud of the awards he received. On October 20, 1928 Thomas A. Edison was presented with a special Congressional Medal. On the medal was written the words, *"He Illuminated the Path of Progress by His Inventions."*

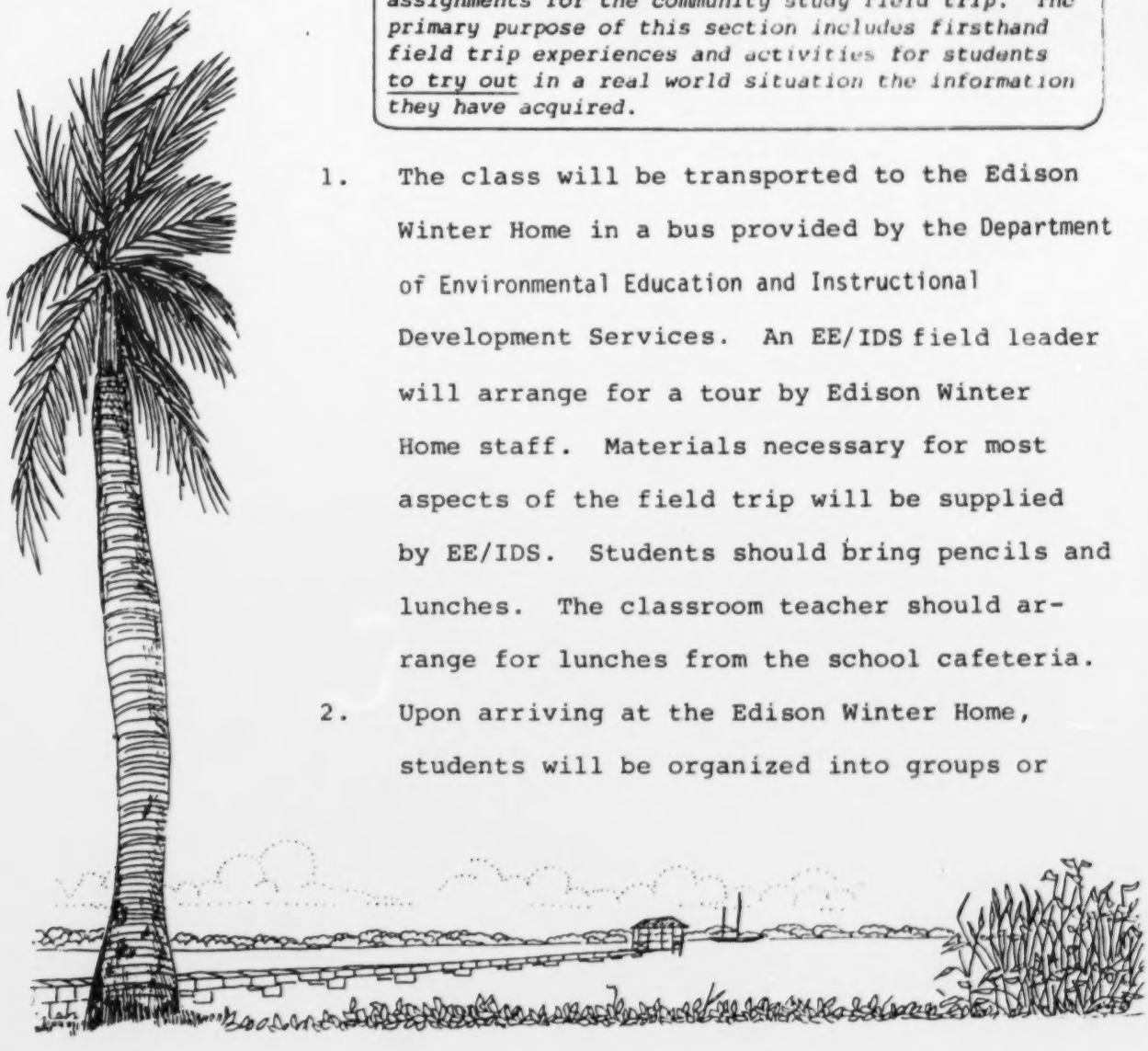
Thomas Edison died at the age of 84 in 1931. He was still investigating the making of synthetic rubber at that time.



Trying It Out ... field trip

Section 3

The activities in this section establish the required information procedures, rules, and student work assignments for the community study field trip. The primary purpose of this section includes firsthand field trip experiences and activities for students to try out in a real world situation the information they have acquired.



1. The class will be transported to the Edison Winter Home in a bus provided by the Department of Environmental Education and Instructional Development Services. An EE/IDS field leader will arrange for a tour by Edison Winter Home staff. Materials necessary for most aspects of the field trip will be supplied by EE/IDS. Students should bring pencils and lunches. The classroom teacher should arrange for lunches from the school cafeteria.
2. Upon arriving at the Edison Winter Home, students will be organized into groups or

task forces. These task forces will answer questions about horticulture, architecture, history, biography, and technology based upon information they receive during the tour. Guides from the Edison Winter Home will conduct the tour through the home and laboratory. Students are expected to be courteous and to treat the home and grounds with care. Picking of leaves and flowers is forbidden. The classroom teacher should help keep the group together and encourage the students to complete their task force worksheets.

3. After the tour, students will eat lunch before going through the museum. The EE/IDS field leader will conduct the tour of the museum. Each student will make a flip-card movie before boarding the bus for return to school. Copies of task force worksheets have been furnished with this unit.

TRIP LEADERSHIP RESPONSIBILITIES

The EE/IDS field leader will:

1. transport the class to and from the Edison Winter Home and provide students with worksheets;
2. orient the students to the activities for the day;
3. arrange for an Edison Winter Home guide to conduct tour of gardens, homes and laboratory;
4. conduct tour of museum;
5. organize the various activities planned for the day.

The classroom teacher will:

1. implement the pre-trip activities included in study unit;
2. arrange for permission slips, chaperons, and lunches; (A cooler will be provided by EE/IDS field leader - the school should provide ice.)
3. instruct students to bring pencils to complete worksheets;
4. assist EE field leader in maintaining proper behavior of students during tour with Edison Winter Home guide;
5. encourage the students to make notes on task force worksheets;
6. extend field trip experience through activities in section four of study unit.

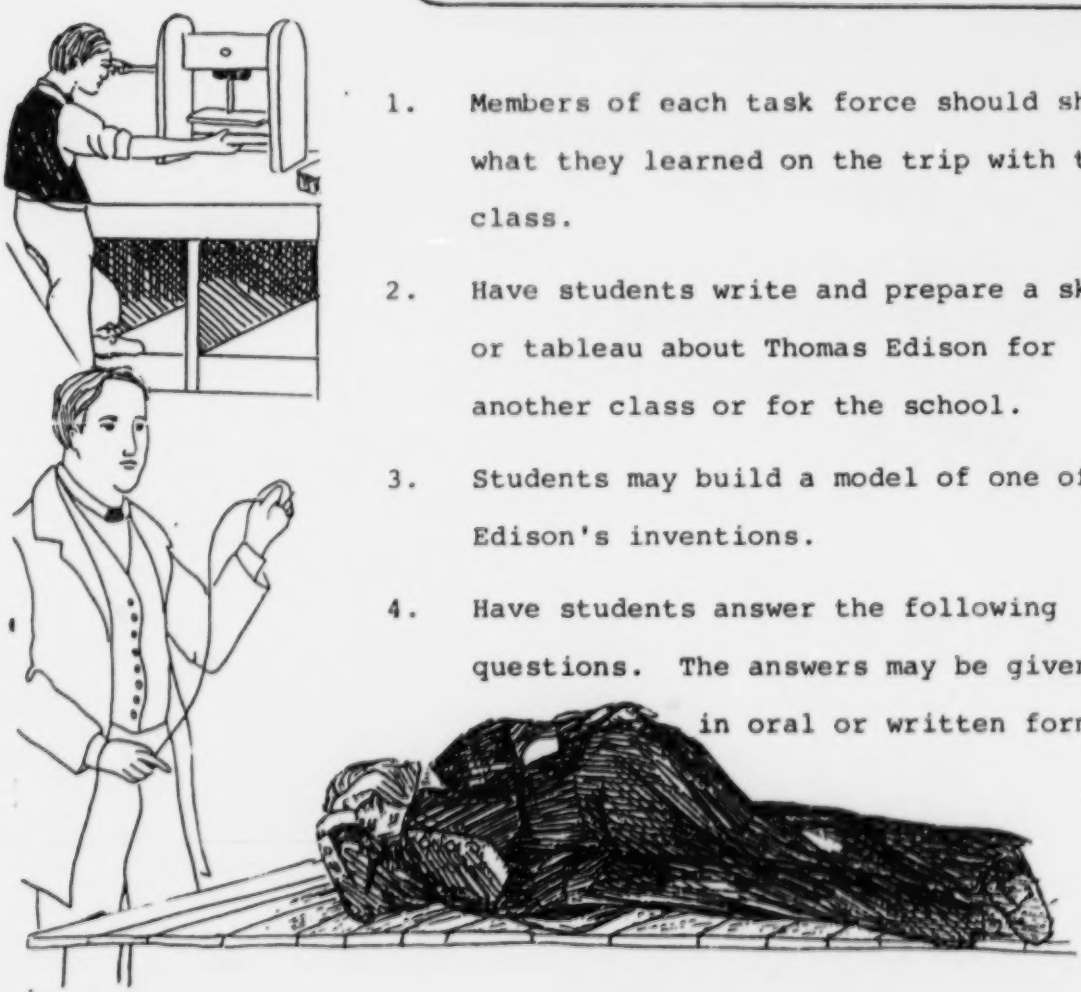
For special consideration:

1. Use restroom facilities at school before boarding bus.
2. No money is needed on trip - students will not be allowed to make any purchases (souvenirs, drinks, etc.).
3. Remind students not to pick or pick up anything along the tour. No collected "souvenirs" will be allowed unless given to the students by the Edison Winter Home guide.

Self Teaching & Extending

Section4

The activities in this section should encourage students to self discover "new connections" that integrate their experiences with new applications related to the instructional concepts. Students are encouraged to teach others what they know, or to create new ways of expressing or applying what they have learned.



1. Members of each task force should share what they learned on the trip with the class.
2. Have students write and prepare a skit or tableau about Thomas Edison for another class or for the school.
3. Students may build a model of one of Edison's inventions.
4. Have students answer the following questions. The answers may be given in oral or written form.

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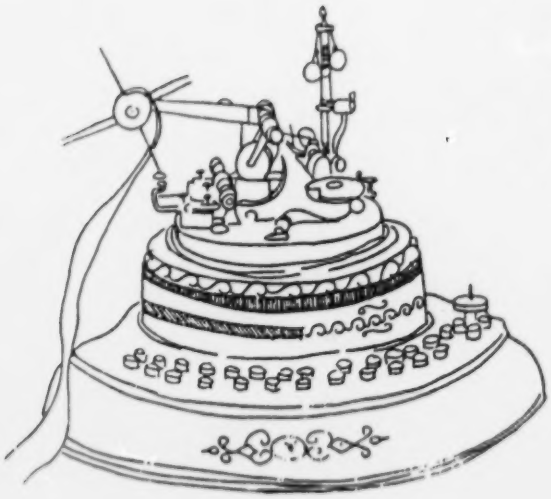


Some children may want to draw pictures to show what they feel would be a good answer. Others may want to write a poem.

[a] If Edison were alive today, what kind of inventions would he be trying to perfect?

[b] If you had been a neighbor of Thomas Edison, what would you have thought of him? Why?

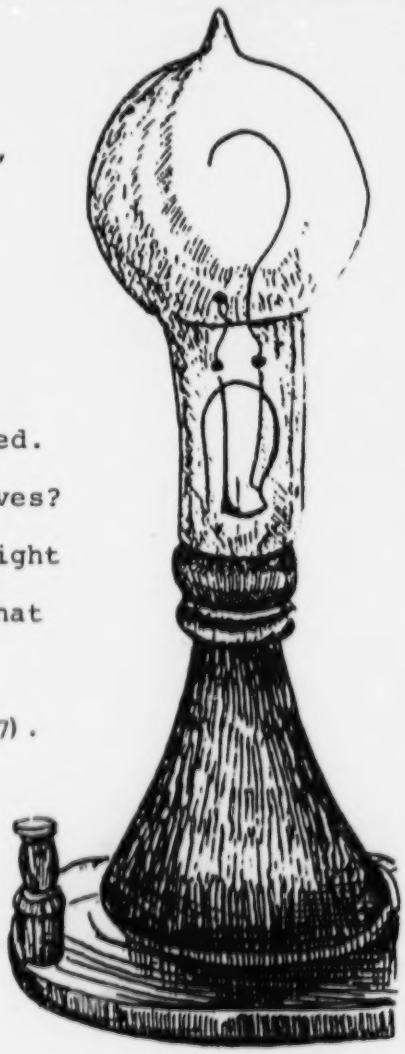
[c] If you had lived during Edison's time and could have been an inventor, what kind of things would you have invented?

[d] If you could be an inventor today, what would you like to invent?

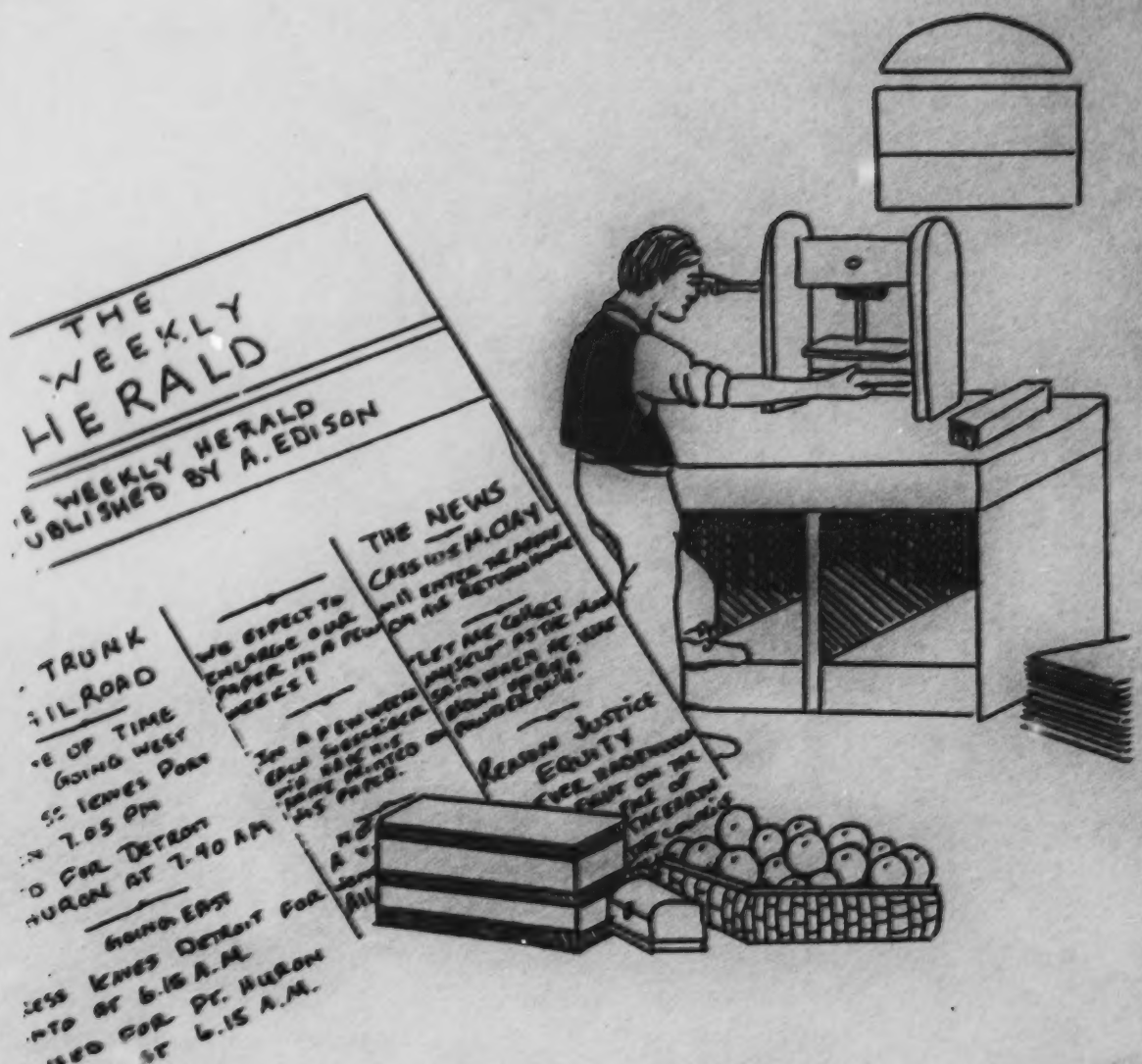
[e] Think about the things Edison invented. How have these things changed our lives?

[f] If you could invent one thing that might change present and future history, what would you invent? Why?

5. Give POST-TEST to students (on pages 33-37).



APPENDIX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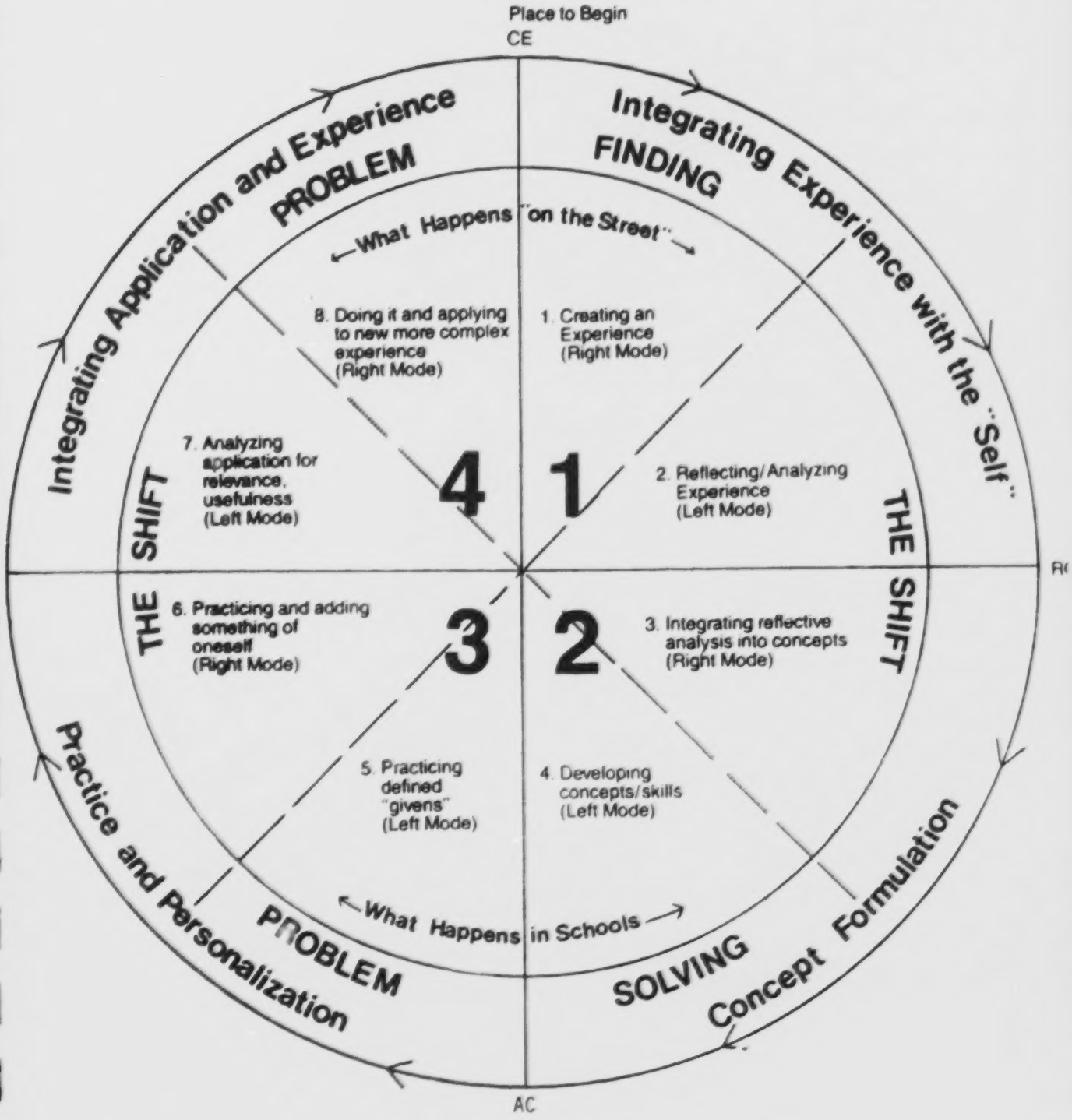
The Complete 4MAT System Model



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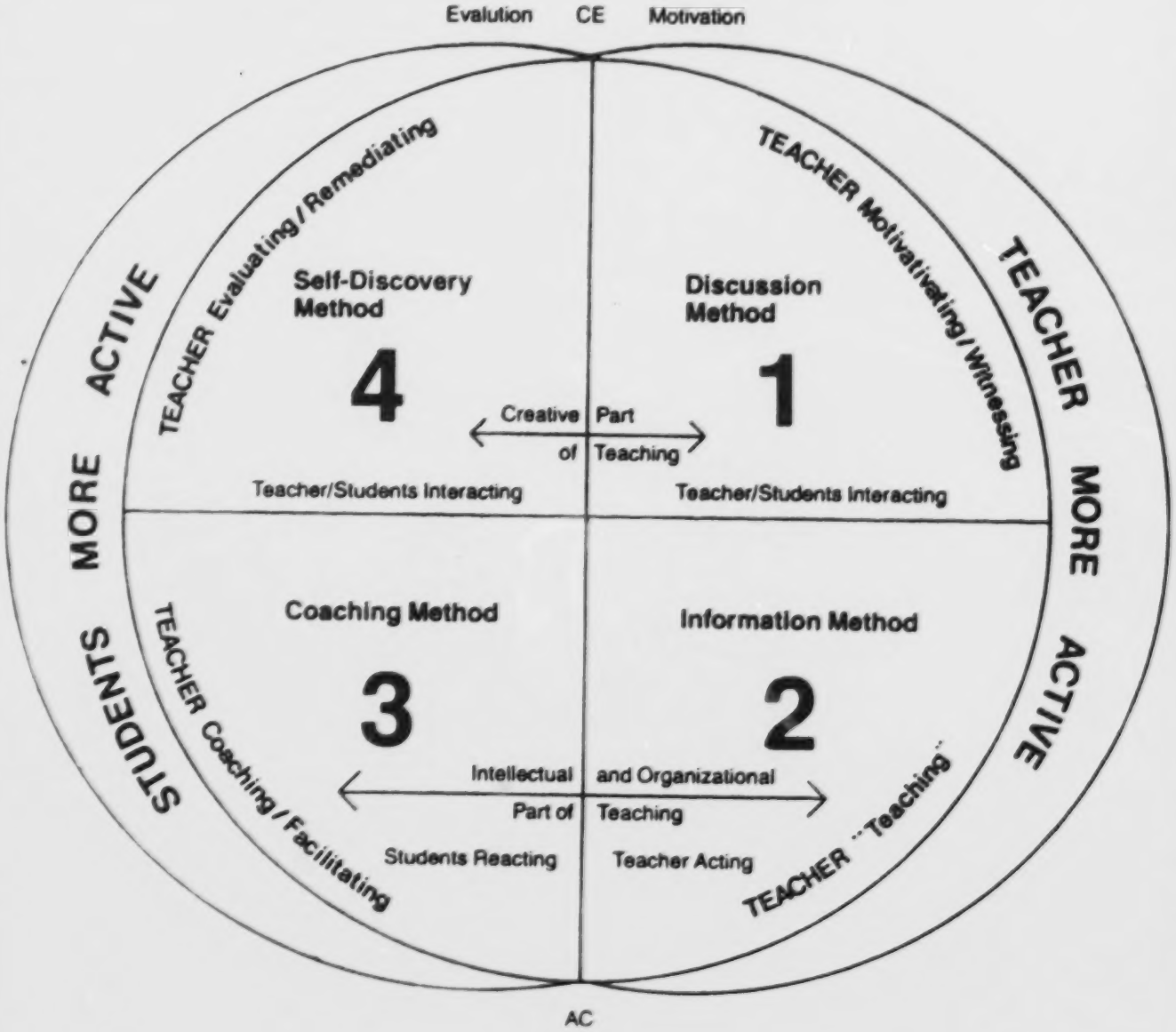
The Teacher's Role: A Recapitulation

The teacher's role changes as s/he moves through the cycle of learning:

- from Motivator/Witness
- to Teacher/Information Giver
- to Facilitator/Coach
- to Evaluator/Remediator and Resource.



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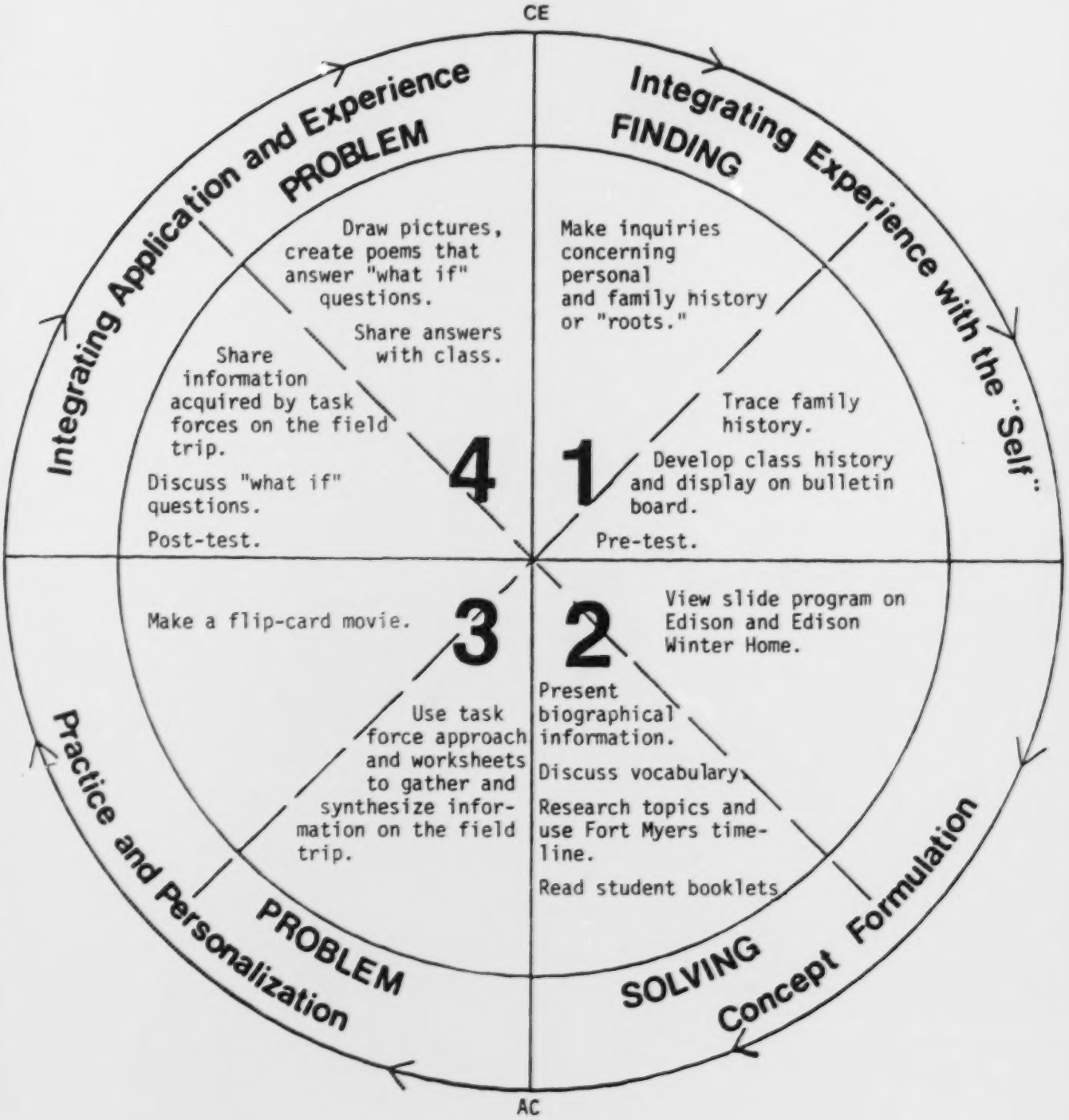
4MAT SYSTEM MODEL
FOR
EDISON WINTER HOME STUDY UNIT



RESOURCES

1. The Edison Record - available from the Edison Winter Home.

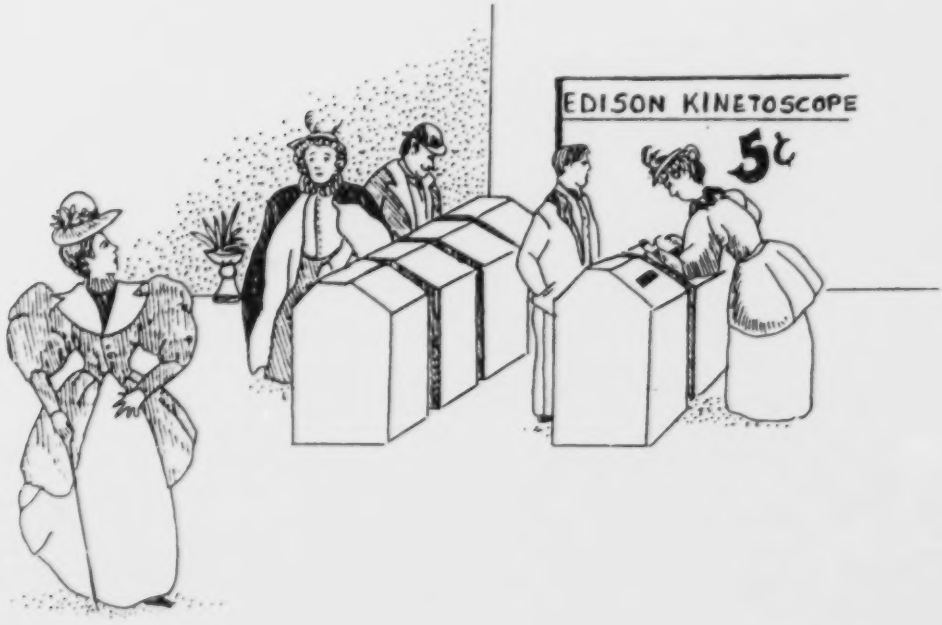
2. The Edison Era 1876-1892 - An Elfun Hall of History Publication, 1976.

3. Edison - Inspiration to Youth by Arthur J. Palmer. Edison Birthplace Association, Inc., 1962.

4. Film: 11.0156 "Thomas A. Edison" - a visit to Edison Museum in West Orange, N.J.

5. Film: 13.0090 "Thomas Alva Edison" - traces his life.

6. Curator of Edison Museum and Winter Home.



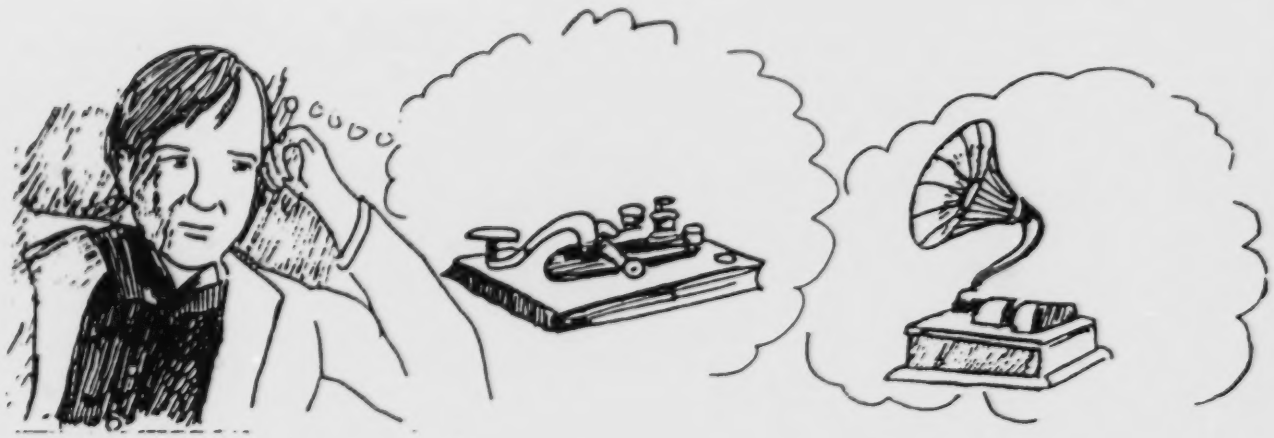
4th GRADE - THOMAS EDISON - COGNITIVE PRE/POST TEST

Choose the one answer for each question that is <u>most</u> correct.

1. When Thomas Edison first came to Fort Myers, he came by
   [a] car.
   [b] boat.
   [c] train.
   [d] horse carriage.

2. Edison first came to Fort Myers
   [a] to invent the light bulb.
   [b] to see the Pageant of Light.
   [c] for health reasons.
   [d] to join the Koreshan Unity.

3. Edison decided to build his house on the Caloosahatchee River because
   [a] the roads were good for bringing in and sending out supplies.
   [b] the town was large enough to sell his inventions.
   [c] the climate was right for growing plants he needed for his experiments.
   [d] he was given land by his father.



4. Mark the answer that is not correct.

Edison was able to invent so many useful things because

[a] he was very smart and had a lot of good ideas.

[b] he learned a great deal about science when he was in college.

[c] he worked for many long hours on his experiments.

[d] he received a great deal of money from his friends to help with his experiments.

5. Edison's Winter Home is different from most of the homes being built in Fort Myers today because

[a] Edison's home was built in parts in Maine, and then put together in Fort Myers.

[b] There are many doors around the house that can be left open to let in breezes.

[c] The electric wires going to the house are underground.

[d] All of the above.

6. Edison could not sell his first invention. This invention was

[a] the storage battery.

[b] the stock ticker.

[c] the vote recorder.

[d] the electric toothbrush.

7. Edison held 1,097 patents for inventions and improvements. Which of the following did Edison invent or improve?

[a] sewing machine, automobile, toaster

[b] phonograph, stock ticker, movie camera

[c] x-ray machine, battery, light bulb

[d] all of the above

8. Edison's friend, Harvey Firestone
   [a] worked for Edison as a technician.
   [b] invested in Edison's rubber experiments.
   [c] refused to visit Fort Myers.
   [d] was a botanist and naturalist.

9. Edison's friend, Henry Ford
   [a] made film for Edison's movie camera.
   [b] made business machines.
   [c] was a botanist and naturalist.
   [d] made automobiles.

10. Edison's friend, George Eastman
   [a] also built a house in Fort Myers.
   [b] designed Edison's gardens.
   [c] made film for Edison's movie camera.
   [d] worked for Edison as a technician.

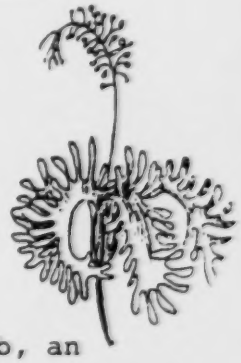
11. Edison's friend, John Burroughs
   [a] was a botanist and naturalist.
   [b] made business machines.
   [c] helped perfect the light bulb.
   [d] was a famous fishing guide.

12. How did Edison deal with the fact that he was nearly deaf?
   [a] He invented a hearing aid.
   [b] He worked better because he was not distracted by noise.
   [c] He learned to speak sign language.
   [d] He learned to read Braille.

13. What did Edison mean when he said, "Genius is 98% perspiration, and 2% inspiration"?
    [a] It is best to work in a hot climate such as Fort Myers.
    [b] Hard work can help you be successful.
    [c] Most of his inventions came from the people who worked for him.
    [d] He wasn't inspired to work much.

14. One of Edison's sons, Charles Edison, was famous because he
    [a] became Governor of New Jersey.
    [b] invented almost as many things as his father.
    [c] was the outcast of the family.
    [d] also stayed up late at night.

15. Some plants and trees are called "exotics" because
    [a] they have fancy flowers.
    [b] they cost a lot of money.
    [c] they have been brought here from other places.
    [d] they are good for food or medicine.



16. When Edison first came here, nearly 100 years ago, the population of Fort Myers was about
    [a] 30.
    [b] 300.
    [c] 3,000.
    [d] 30,000.

17. Edison was the inventor of the fluoroscope bulb, an important medical device still in use today. He refused to patent this invention because
    [a] it was too expensive.
    [b] it was a "gift" to the world of medicine.
    [c] he had too many patents already.
    [d] someone else invented it first.

18. Edison built the "Black Maria" to

[a] call his friends back in New Jersey.
[b] travel up and down the river.
[c] film his early movies.
[d] store his chemicals safely.

19. Edison spent his winters in Fort Myers. His main laboratory was in

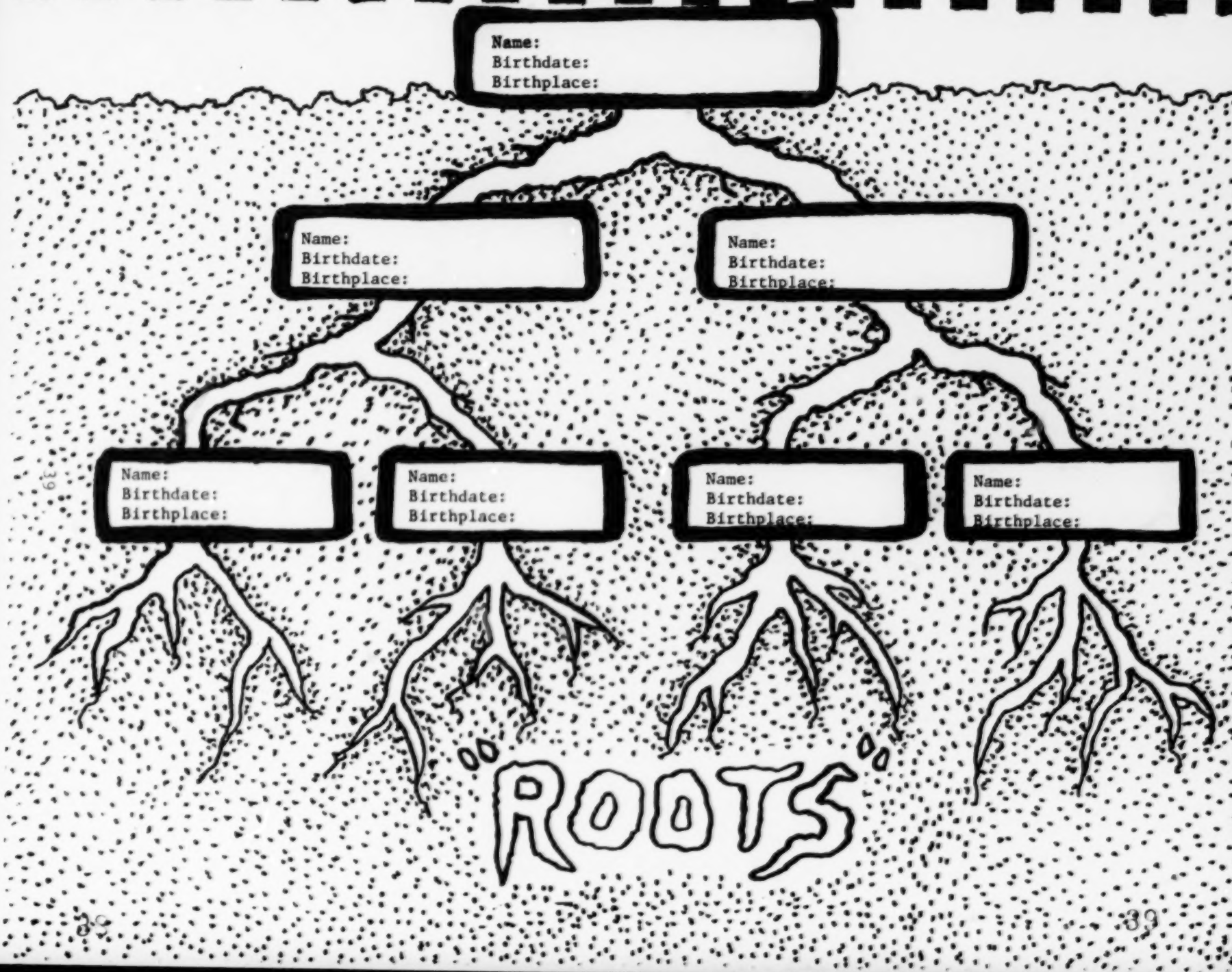
[a] Maine.
[b] New Jersey.
[c] Michigan.
[d] Ohio.

20. Edison felt very strongly about exercise. He believed that

[a] exercise helps people stay healthy.
[b] the body needs to be just strong enough to carry the brain.
[c] swimming was the best form of exercise.
[d] healthy bodies mean healthy minds.

4th Grade
Thomas Edison
Cognitive PRE/POST Test
Answer Key

ITEM	ANSWER	ITEM	ANSWER
1.	b.	11.	a.
2.	c.	12.	b.
3.	c.	13.	b.
4.	b.	14.	a.
5.	d.	15.	c.
6.	c.	16.	b.
7.	d.	17.	b.
8.	b.	18.	c.
9.	d.	19.	b.
10.	c.	20.	b.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"ROOTS"

FORT MYERS TIME LINE

1838 - Macomb Treaty establishing Indian Territory

1839 - General Zachary Taylor maps Caloosahatchee Region

-

1841 - Fort Dulaney at Punta Rassa, Seminole War
Hurricane wipes out Fort Dulaney

Fort Harvie established at site of future Fort Myers

1842 - Fort Harvie abandoned after capturing 230 Seminoles

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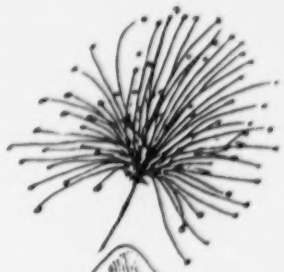
1845 - Florida admitted into the Union



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1848 - Florida granted lands
Indians with bounties

-

1850 - Fort Myers established
Other forts rebuilt

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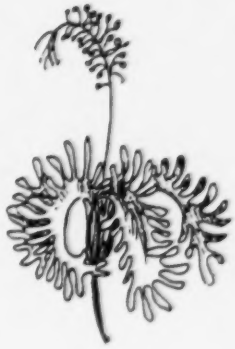


1855 - Captain Hendry surveys Big Cypress Swamp
Indians retaliate
Fort Myers strengthened

-

-

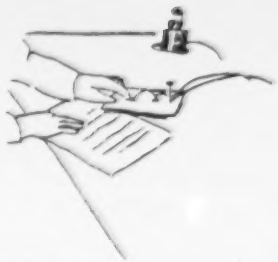
1858 - Billy Bowlegs sails on "Grey Cloud" from Fort Myers
Peace

40

1859 - Fort Myers land sold to Major James S. Evans

1860 - Civil War

Evans returns to Virginia



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1863 - Cattlemen begin to trade with Cuba

1864 - Summerlin-Towles house built at Punta Rassa

Union troops occupy Fort Myers to intercept cattle trade

1865 - Confederates retake Fort

Civil War ends, Fort abandoned

Fort partially dismantled by scavenging pioneers

Gonzalez family claims Jackson to Lee, River to Second

Vivas claims Lee to Royal Palm east of Gonzalez

Telegraph surveyed Jacksonville to Punta Rassa to Havana

-

-

1868 - Telegraph completed to Telegraph Creek on Caloosahatchee

1869 - Telegraph completed to Punta Rassa

Clay and Powell families settle

-

1871 - Edison invents stock ticker - great commercial success

-

1873 - Hendrys arrive

Evans returns, claims ownership, wins suit, token sale to settlers

Town site platted

Schoolhouse built on Gwynne site

-

-

1876 - Post Office granted as Myers, Florida

1877 - Edison invents his favorite invention - the phonograph

1881 - Hamilton Disston arrives from Philadelphia, "to drain the Everglades"

1884 - Fort Myers Press founded

1885 - Fort Myers incorporated

Edison buys property in Fort Myers

1886 - Schoolhouse burns

Blount's General Store prosperous

Fort Myers Band established

Edison builds home in Fort Myers on south side of Caloosahatchee

1887 - Lee County established

Royal Palm Hotel built

Schoolhouse rebuilt

Electric lights at Edison Home

1888 - Waterfront outhouses removed by City Council order

1892 - 60 students in Fort Myers, 3 teachers

1894 - Cyrus Reed Teed and Koreshans came to Lee County

1898 - "Maine" sinking news reaches Punta Rassa

1900 - Telephone

Koreshan community well established in Estero - many light industries in progress

1901 - Fire Department established

United States Post Office accepts name as Fort Myers

1902 - T.A. Edison Steamboat (Menge Line)

1903 - Alva bridge - first steel bridge across the Caloosahatchee

Edison offers street lights to city (turned down because cows would be kept awake)

1904 - Railroad reaches Fort Myers

-

-

-

1908 - Tarpon Hotel built for wealthy sportsmen

Cyrus Reed Teed, leader of Koreshan Unity, dies.

1887-1910 - Two banks, electricity, Collier buys Useppa, first auto

-

1910 - Automobiles in 4th of July parade

1911 - Big Hurricane - Fort Myers becomes a city

Boy Scout troup organized

Gwynne Institute built - Bank of Fort Myers

1912 - Coca Cola Bottling Co. in Fort Myers

-

1914 - "Outmoded" Courthouse razed by local men during the night

1915 - First hospital

New Courthouse

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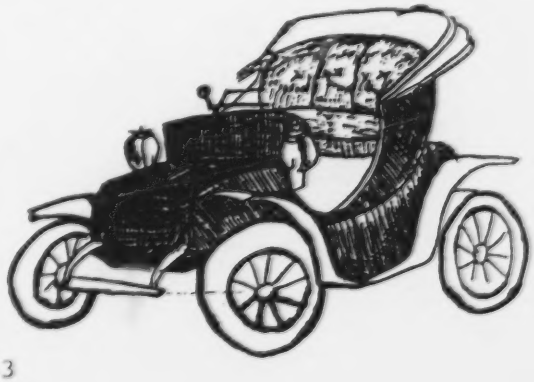

1920's - First "help-yourself" grocery, The Grocerteria, at Main & Hendry

Florida land boom, many subdivisions went undeveloped

Royal Palms planted, Edison Park subdivision, Fort Myers Airport (now Page Field)

1921 - Bridge to Estero Island

Frame house bought for use as City Hall

-

-

1924 - Cross-Florida Highway Expedition

"The Mermaid" Dance Hall and Gambling Casino

Wooden Bridge across Caloosahatchee

Inter-County Telephone Company

1925 - Philadelphia Athletics practice in Fort Myers

1926 - Hurricane, Collier Terminal built on Caloosahatchee

1927 - Pleasure Pier

1928 - Hurricane

-

1930 - Ringling not allowed to establish winter quarters in Fort Myers

-

1932 - First gladiolus planting

-

-

-

-

1937 - Public Library razed, Last of the Fort structures

1938 - First Edison Pageant of Light

1943 - New Hospital on Cleveland Avenue

1944 - Hurricane

-

-

1947 - Edison Home donated by Mina Edison

1948 - 9,064 tourists registered

1949 - Central Fire Station

Fort Myers High School

-

-

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-

1954 - City Hall built at Main and Heitman

-

-

-

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1960 - Hurricane Donna

1961 - Koreshans donate 272 acres of land in Estero to State Park System

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1964 - Final mailboat run to Sanibel

Sanibel Causeway

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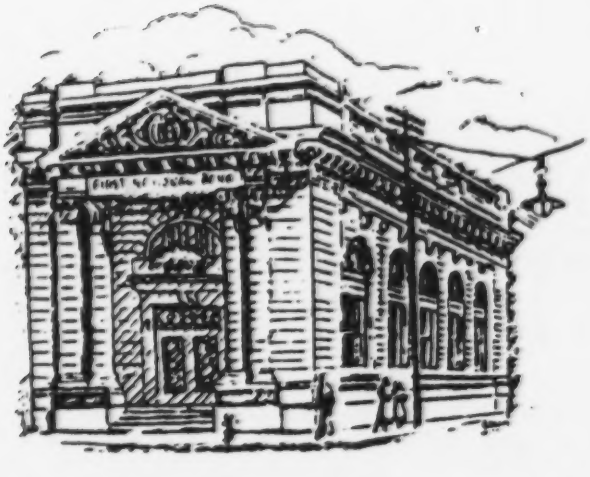
1970 - City Hall

-

-

1973 -



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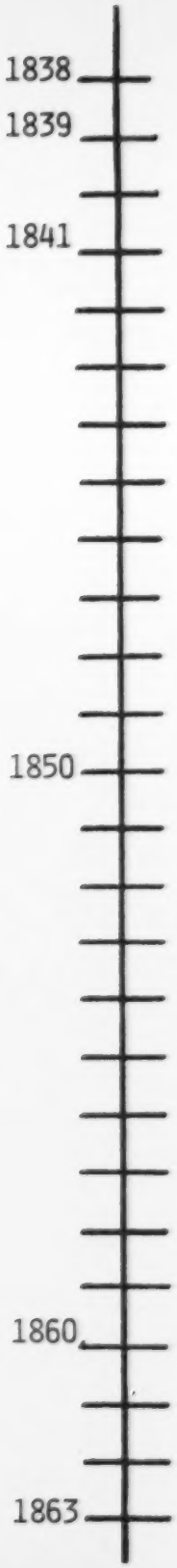
FORT MYERS TIMELINE



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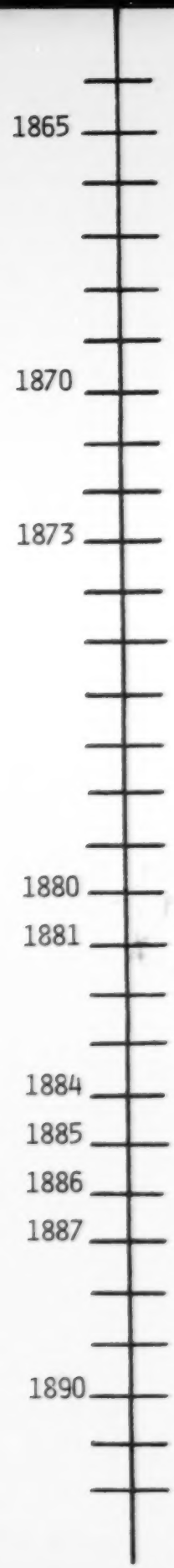
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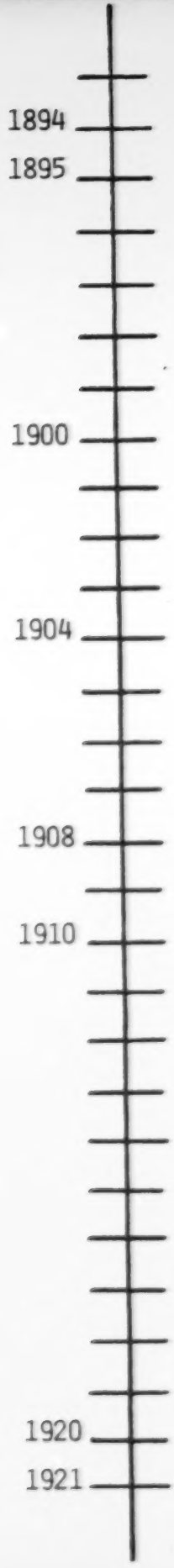
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1980
1981
1982

PEER-PRODUCED MINI-TEXTS

The peer-produced mini-text is an excellent method to help students read. The method works with elementary, middle, and high school groups.

Students generally will be more interested in reading what their friends have written than what is found in a textbook.

Producing the mini-texts is fun and inexpensive. The self-concept of the child is improved after completing his/her own "book," thus making reading and writing a pleasure rather than a punishment.

GUIDELINES FOR THE DEVELOPMENT OF PEER-PRODUCED MINI-TEXTS

1. Let students select a specific topic that interests them.* (Second text can be teacher theme-oriented.)
2. Students research topic in 3 references. Students should be encouraged to use an "expert person" interview as a reference when possible.
3. Students write a story outline from references.*
4. Students write story narrative.*
5. Students tape record narrative story and listen to playback.
6. Students revise story, if necessary.*

*Indicates a point at which teachers should spot check students.

7. Students develop story on page pairs. Left page must be visual (magazine pictures, collages, original art work, etc.) relating to the text on the right page. The text on the right page should not exceed three sentences in length.* (Page size is one-half size of standard paper, approx. 5" x 6".)

8. Mini-text should not exceed 12 page pairs of picture-text in length.

9. Students should then examine their text and make a page which contains the words which someone who reads the text should know.*

10. Students develop a last page - which is their invention - to determine if people reading their mini-text understood it.*

11. All texts should also contain a front (illustrated) and back cover, and a title page with text title, author's name, grade level, school, and date of production.*

12. Binding of texts can be done in a variety of ways. (Plastic spiral binding is highly recommended.)

13. It is recommended that mini-texts be plastic-laminated and placed in the school library after the class has shared theirs with one another.

*Indicates a point at which teachers should spot check students.

TEACHER'S GUIDE
TO
TASK FORCE WORKSHEETS
EDISON WINTER HOME

NOTE TO TEACHER:

The answers provided here are intended to guide the teacher in evaluation of student work on the task force worksheets. These answers are merely suggestions for possible answers; students may find additional answers that are equally valid. The questions are intended to stimulate discussion among the students. No answers have been suggested for the "back at school" thought questions as these are intended to generate student creativity and student responses will vary.

NAME: _____

HISTORY TASK FORCE

1. When did Edison first come to Fort Myers?

   1884

2. When Edison first arrived, what was the Lee County area like?
   -small
   -remote
   -cow town

3. How did Edison get here?

   - by boat

4. Why did he pick Fort Myers as the place for his winter home?

   He found bamboo growing here and thought it would be a good site for growing his experimental plants and trees.

5. Edison spent his winter months working here in Fort Myers. Where was his main laboratory where he worked for the rest of the year?

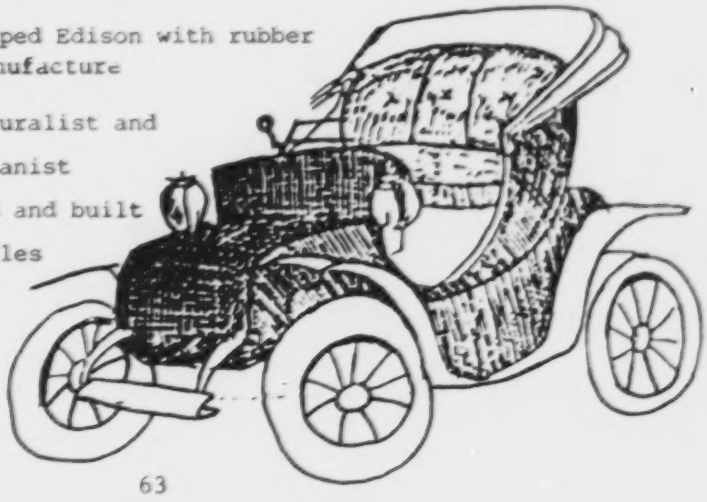
   - in Menlo Park, New Jersey

6. Edison had many important friends who often visited Fort Myers. Name 3 of Mr. Edison's friends and tell why they were famous.

   Harvey Firestone - helped Edison with rubber expirments, tire manufacture

   John Burroughs - naturalist and botanist

   Henry Ford - designed and built automobiles



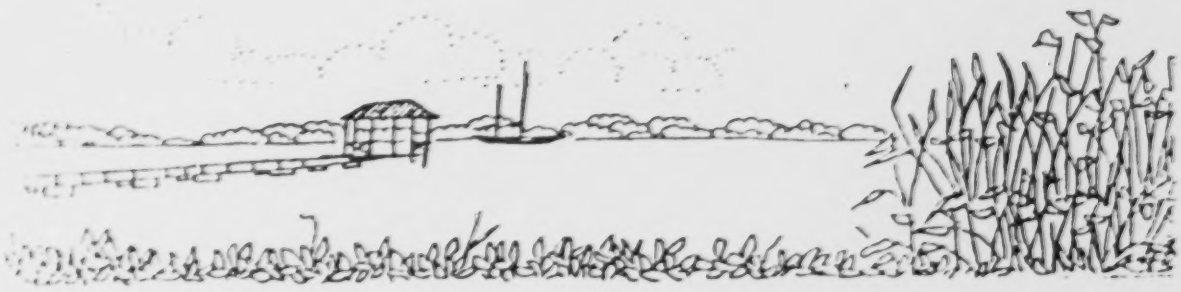
7. When friends visited Mr. Edison, they usually stayed for at least one month. Why?

The only way in or out was by boat that only came once a month.

BACK AT SCHOOL:

1. Pretend that you are one of Mr. and Mrs. Edison's children and write a short letter to one of your friends in New Jersey telling them what life in the frontier cowtown of Fort Myers is like.

2. If Mr. Edison were looking for a southern location for a lab today, what things about our City of Fort Myers would make this a good place to put his laboratory?



NAME: _____

BIOGRAPHY TASK FORCE

1. Why did Edison come to Florida?

The warm climate was better for his health.

2. When did Edison first come to Fort Myers?

1884

3. Why did Edison pick Fort Myers as a place to settle?

He found giant bamboo growing here.

4. What were Edison's feelings about exercise?

He didn't believe it was necessary. He felt the body needed only to be strong enough to carry the brain around.

5. How did Edison feel about his near deafness?

He felt it was a blessing because it prevented a lot of unwanted distraction.

6. How did Edison feel about children in general?

Edison liked children very much. He was often more tolerant of children than adults.

7. Edison had a small cot in his laboratory on which he took brief naps while he was working. Why did Edison take so many "cat naps?"

   He felt that his deafness enabled him to sleep undisturbed and get "several hours" rest in 15 minutes.

8. How did Edison feel about day-dreaming?

   He did it often and from these daydreams came many of his inventions.

9. Do you think Mr. Edison liked to cook? Why or why not?

   No; he did not like the smell of food cooking.

BACK AT SCHOOL:

1. Edison only attended school for 3 months when he was 8 years old. What chances would a 3rd grade drop-out have today, even one as smart as Mr. Edison?

2. Thomas Alva Edison had several "handicaps" and some "strange" habits. How could the following have actually helped him?

   Limited schooling

   Near deafness

   "Cat napping"

   Daydreaming

   Little exercise

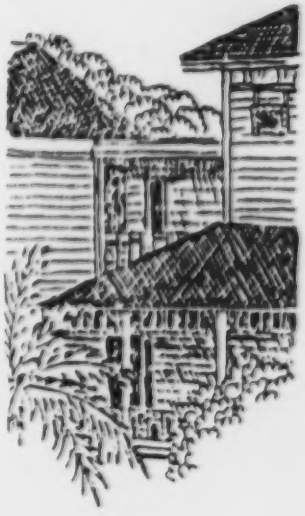
NAME: _____

ARCHITECTURAL TASK FORCE

1. One of the most obvious features of Mr. Edison's home is the wide porch. List at least 2 reasons why the wide porch is a good design for our South Florida climate.
   - provides shade all around
   - keeps rain out so doors can remain open
   - allows cross ventilation

2. In the building with the living room, why are there so many large doors and no windows?

   The large doors allow breezes to blow through the house.



3. How many air conditioners can you find in the home?

   None

4. Was anything special done to allow breezes to blow from the river?
   - large doors all around first floor
   - landscaping on river side is more open, allowing breeze to reach house

5. How does the landscaping of the yard help to keep the house cool?

   Larger trees provide shade. (See previous question.)

6. How were the buildings heated?

   There are several fireplaces.

7. Why was there a separate cooking building?

Edison didn't like the smell or the heat from food cooking.

8. What was so unique about how the house was built?

It was "prefabricated" - made in sections that were assembled here in Fort Myers.

9. Where were the house parts made?

- Fairfield, Maine

10. How did the house get to Fort Myers?

The parts were carried here by four boats in 1886.

11. Name at least two features that made the swimming pool unique.

- continuously fed by an artesian well - no filtering system
- concrete is reinforced with bamboo
- has not leaked since it was constructed in 1900

BACK AT SCHOOL:

12. Today's houses look much different than Edison's house. List as many reasons as you can for building houses the way we do now.

13. If you didn't have electricity, what could you do to make your house cooler in summer and warmer in winter?

NAME: _____

HORTICULTURAL TASK FORCE

1. What plant was Mr. Edison interested in when he first came to Fort Myers?

   Bamboo

2. How did he plan to use it?

   He was hoping that it would provide a good filament for his light bulb.

3. Why did Mr. Edison do so much gardening?

   He was interested in using products from exotic plants and trees in his experiments.

4. Mr. Edison and his staff brought in plants from around the world. Why is Fort Myers a good place to try to grow these plants?

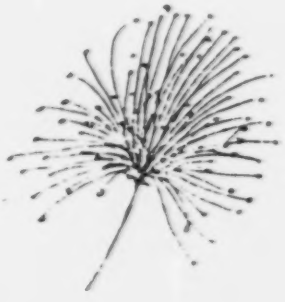
   Fort Myers has a semi-tropical climate, similar to areas from which most of these plants come.

5. Why didn't Edison start his garden and build his house on the north side of the river?

   It is warmer on the south side of the river because of the winds blowing across the Caloosahatchee River.

6. Name at least 3 of Edison's most important experimental plants or trees.

   Bamboo, goldenrod, rubber tree



BACK AT SCHOOL:

1. Mr. Edison would have trouble importing new types of plants today. Current laws would make importing plants much more difficult. Why do you think the government is trying to control introduction of new plants? What problems could a new plant cause?

NAME: _____

TECHNOLOGY TASK FORCE

1. List at least 10 of Mr. Edison's inventions.

vote recorder
stock ticker
light buld
electric pen
typewriter
phonograph
efficient dynamo
electric locomotive
battery improvements
dictating machine
rock crushers
cement improvements
motion pictures
submarine improvements
wax paper
snow removal machine
gummed tape
helicopter

2. What materials were used to make the filaments in Edison's early light bulbs?

cotton, thread, paper, hair, bamboo fibers, wire, many others

3. Edison experimented with Japanese bamboo and found that it made a very good filament. How long did this material last?

Bulbs constructed of this material in 1925 are still burning.

4. Why don't we use it in today's light bulbs?

The bulbs are too dim and too expensive to run.

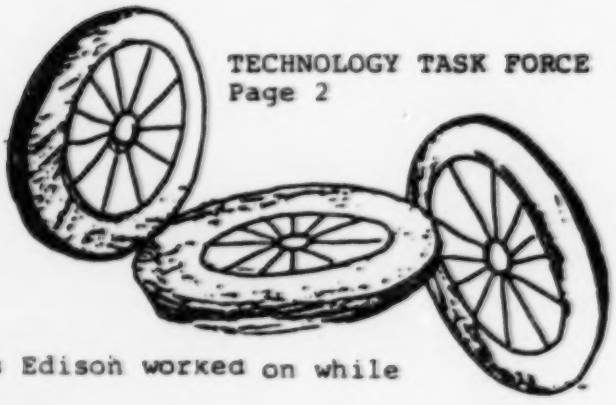
5. Why don't we see any power lines running to Edison's home?

The wires are encased in lead and run underground.

6. Name 2 things that made Edison's kitchen sink unusual for the late 1800s.

It was the first divided sink, and is made of nickel-coated copper.

It appears to be stainless steel, but this material had not been invented yet.



7. How many patents did Edison hold?

   1,097

8. Name some of the experiments Edison worked on while in Fort Myers.

   rubber
   light bulb
   phonograph
   movie camera

BACK AT SCHOOL:

9. What did Edison mean when he said, "Genius is 98% perspiration and 2% inspiration"?

10. New inventions were being made everyday. If you were an inventor, what inventions would you like to work on? Why?

11. Name some of Edison's inventions you can find in your own home/school.

In the story below you will find that all the key words for the puzzle have been underlined. All of these words have to do with Thomas Edison and his inventions. They may read either from the left to right or right to left. They may also read from top to bottom or diagonally.

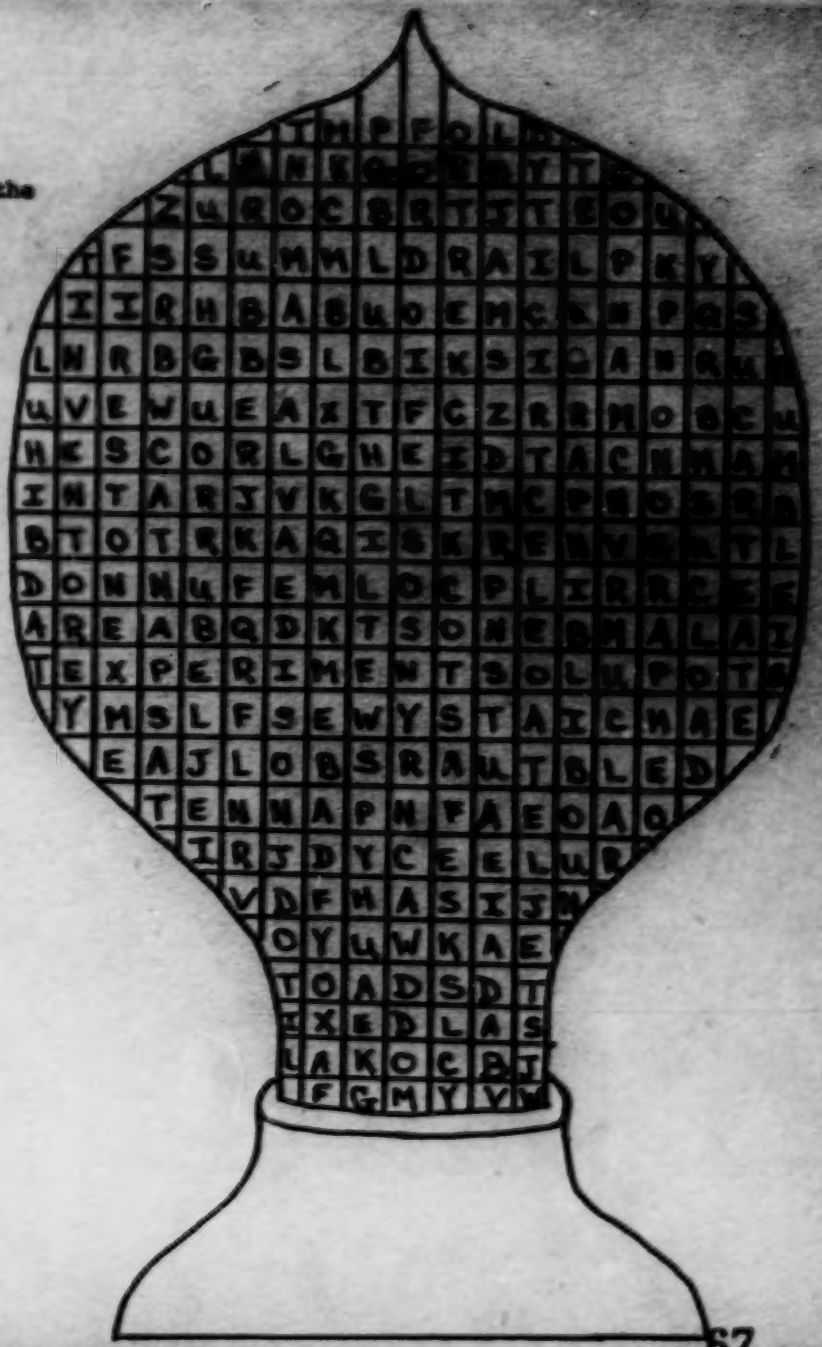
Thomas Alva Edison came to Fort Myers in 1884. He was a famous inventor best known for the invention of the phonograph, the light bulb and the stock ticker. He also invented the first motion picture. His first movies were "The Sneeze" and "The Kiss".

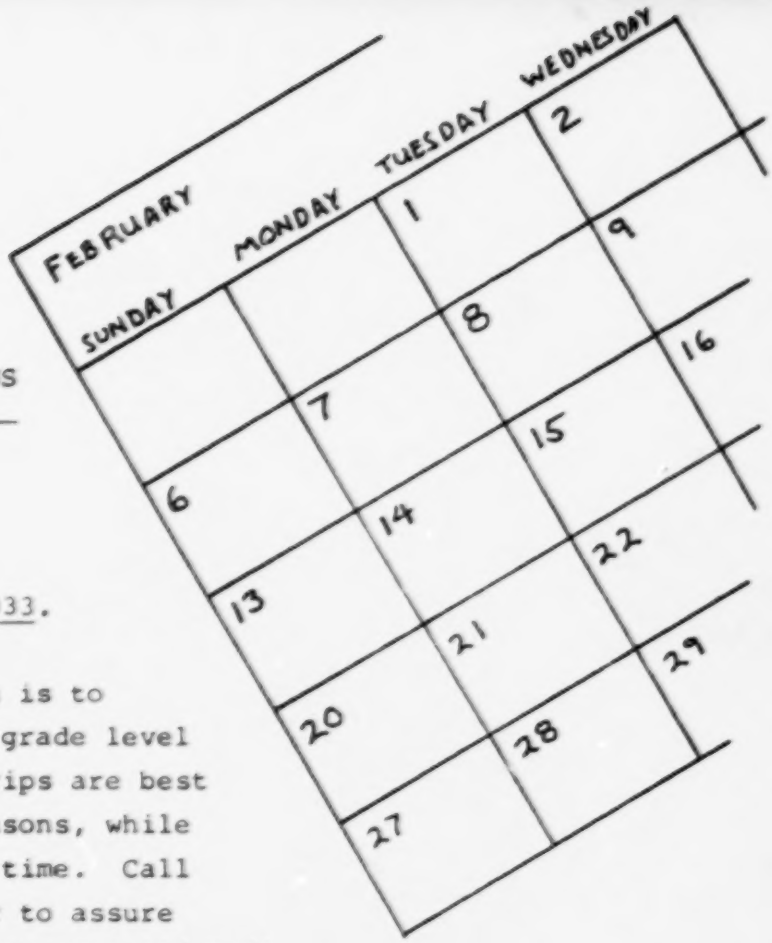
Mr. Edison experimented on things other than electricity. Many of these experiments helped to improve already existing ideas, like rubber and the telegraph.

When Mr. Edison moved here to Fort Myers, he found the weather conditions perfect for growing a wide variety of plants. Mr Edison had a friend named John Burroughs who was very interested in botany. Mr. Burroughs helped Mr. Edison with his plant experiments. He used plants like the goldenrod and bamboo in his experiments for rubber and filament in the light bulb. He used beeswax to make records and wax paper.

Mr. Edison had trouble sleeping, so he took lots of catnaps. He was also known for his daydreaming. A lot of ideas came to Mr. Edison while he daydreamed.

Some of his most famous friends were Henry Ford and Harvey Firestone. Mr. Ford helped pay the bills for Mr. Edison's experiments, and Mr. Firestone lent the services of his laboratories in Akron, Ohio and his knowledge of rubber.





SCHEDULING CONSIDERATIONS

To arrange an EE/IDS community study trip, please call us at 275-3033.

Our first recommendation is to use one of the standard grade level trips. Some of these trips are best done during specific seasons, while others work well at any time. Call early in the school year to assure getting a trip, and to assure getting it at the most appropriate time.

If the standard trip does not meet your needs, a custom trip could be designed. This would necessitate a meeting with EE/IDS staff to identify goals, design pre- and post-trip activities, and create a meaningful field experience. Any custom trip should have at least the impact of the standard trips. It should also mesh closely with the on-going curriculum. The classroom teacher and EE/IDS staff would share development responsibilities.

→ CALL 275-3033 ←

PARENT PERMISSION FORM

As parent or legal guardian, I hereby grant permission for _____ (student's name) to take part in a field trip, by bus, to Thomas Edison's Winter Home on _____ (date). I understand that this trip is an integral part of the ongoing school curriculum, and that the students will be studying Thomas Edison and his impact on local and world-wide history. I'll be sure that my child dresses appropriately for the weather.

_____
Parent or Guardian

_____
(date)

_____
(emergency phone number)

This publication is one of the teaching units in the community studies series developed by the Lee County Schools, Florida.

The community study series is designed to assist teachers and students in learning through experience how the Lee County communities function, and the rights and responsibilities each of us shares in maintaining a healthy, productive community.

By systematically experiencing our community, students tend to see the pattern that connects the natural and cultural environment, and how each of us is an independent agent for change.

The community study instructional units have been field tested by teachers and students.

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The units have been produced by the staff of the DEPARTMENT OF INSTRUCTIONAL DEVELOPMENT SERVICES AND ENVIRONMENTAL EDUCATION of Lee County School system:

Bill Hammond	Director
Jo Ellen Kessler	Coordinator
Craig Hortman	Resource Teacher
Rick Tully	Resource Teacher
Keith Hanson	Resource Teacher
Neil Wilkinson	Resource Teacher
Cindy Bear	Resource Teacher
Brian Murphy	Resource Teacher
Tom Miller	Helping Teacher
Lynette Dean	Adv. County Staff Secretary
Deborah Bovee	County Staff Secretary

with special contributions from former IDS/EE staff members, Lee County teachers, district staff, students, and members of the community.

Lee County Schools
Instructional Development Services/
Environmental Education
2055 Central Avenue
Fort Myers, Florida 33901
813-275-3033